Exhibit A

2023-2024

Local Control Accountability Plan (LCAP)

Federal Addendum

CDS Code:36 67819 0000000

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2008-2009

Date of Board Approval

LEA Name

Ontario-Montclair School District

CDS Code:

36 67819 0000000

Link to the LCAP:

(optional)

https://www.omsd.net/Page/286

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

OMSD employs multiple strategies to use federal funds to supplement and enhance local priorities with state funds, as reflected in fund allocation that is articulated in the District's Local Control Accountability Plan (LCAP). Ontario-Montclair School District's (OMSD) LCAP is centered around four goals which reflect California's eight State priorities for the 2023-2024 school year. These state priorities include: Basic Services, Implementation of State Standards, Broad Course of Study, Student Achievement, Parent Engagement, School Climate, Other Outcomes, and Student Engagement and are identified on the Goals, Actions & Services section in the District's LCAP. Our LCAP Goals are aligned to the Schoolwide Plan for Student Achievement (SPSA) so federal and state funded strategies at each site can meet the needs of the students, staff and families in their local contexts.

The LCAP includes actions supported by Federal Title I, II, III and IV, and Elementary and Secondary School Emergency Relief fund (ESSER) resources as included in the District's Consolidated Application (ConApp), however not all federal funds are included in the LCAP as per state guidance, rather they supplement state and other funding sources. In addition, other state and federal funding sources support actions and services in the LCAP as appropriate. The Federal LCAP Addendum was approved in June 2018 and provides information for how all federal funds support direct services to students and staff. Both the LCAP and the LCAP Federal Plan Addendum are posted on the District's LCAP Season page. Annually, state compliance guidance requires the District annually evaluate and update Title III programs with stakeholders and consequently update the Title III portion of the Federal LCAP Addendum.

LCAP actions that include federal funds supplement the programs and services funded by state resources are outlined below. Federal resources not included in the District's LCAP 2021-2022 budget constitutes administrative costs, prioritization of funding based on current data and services/operating systems. The evidence the District uses to prioritize funds is based on the outcome of the Annual Update and review of the LCAP metrics, the California Schools Dashboard, other local measures, stakeholder input and alignment to the District's Five Year Action Plan. The District identifies areas of need which are allowable costs based on federal funding guidance to enhance state-funded programs. The District also considers the ESSA guidance to provide support to schools when conducting their Comprehensive Needs Assessment with educational partners to develop Schoolwide Plans for Student Achievement in the manner that best supports outcomes for students identified as low income.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District considers the LCAP's 'Annual Update' process and annual educational partner input to consider how both state and federal funds are used. Federal funds are allocated based on identified need and the allowable use of the funds according to federal and state guidelines. A complete needs assessment is conducted and includes achievement data analysis and meaningful educational partner engagement. This is integral to the District's development and alignment of all planning documents, driven by the LCAP and Five Year Action Plan. The District ensures that all subsequent plans such as the Federal LCAP Addendum are aligned with one another so at the school level local stakeholders can work to develop their Schoolwide Plans for Student Achievement. Federal planning input is gathered at school sites through the TItle I Parent Meetings as well as through the school's English Learners Parent Advisory Group. At the District level, federal funding input is also gathered through the District's Parent Advisory Committee, District English Learner Parent Advisory Committee, and DELAC.

Goal 1 of the District's LCAP is principally designed to meet the needs of low-income students as identified below. Low-income students represent 88% of the District's student population. These applicable actions federally funded are identified in the LCAP. Actions funded out of or in part through federal dollars will support the following LCAP strategies:

1.01- Transportation and Safety for students who live 3.5 miles from their school to promote academic and emotional learning.
1.02- Ancillary staffing at school sites to support additional programs and services to students in meeting challenging state standards.
1.03- Technology and infrastructure access to promote access to virtual and digital learning.
1.05- New teacher induction programs to support new teachers in high quality instruction.
1.06- Staff recruitment and retention to support and maintain rigorous academic learning environments, social-emotional, and mental health services.
1.08- Teacher initiated PD to ensure safe and effective learning environments.
1.10- Classified staff PD to provide quality quality learning and development for students.

Goal 2 of the LCAP primarily addresses the state priorities of implementation of state standards, broad course of study and other student outcomes Federal funds supplement programs and services for English learner students that experience challenges in meeting rigorous state standards and language acquisition progress. These applicable actions federally funded are identified in the LCAP. Actions funded out of or in part through federal dollars will support the following LCAP strategies:

2.01- Professional development and resources in humanities to support low-income, English learners and foster youth students in the classroom.
2.02- Additional professional development and coaching support in STEM, pedagogy, and curriculum implementation.
2.03- Coaching and support for teachers in planning and delivering best first instruction.
2.04- Technology Integration to support educators in offering students access to extracurricular programs.
2.05- College and career programs to provide access to a broad course of study and college and career pathways.
2.06- Access to magnet and specialty programs
2.07- Early Literacy PD and support to educators.
2.08- Multi-Tiered System of Supports training for educators at 32 sites to meet individual academic, behavior, and social emotional learning needs of students.
2.09- Multi-Tiered System of Supports for comprehensive academic implementation.
2.10- Intervention resources and assessment systems to monitor student progress, identify supports, and provide interventions.
2.11- EL academic programs and professional development.
2.12- EL language programs and professional development.
2.15- Academic enrichment for expanded learning opportunities.
2.16- Extended learning opportunities to bridge and accelerate learning across all content areas.
2.17- Athletic and expanded Learning Opportunities to support students' physical and athletic wellness.
2.18- Administrative leadership development to develop leadership capacity aligned to Multi-Tiered System of Supports, LCAP, and Five Year Action Plan.
2.19-Universal Transitional Kinder to provide professional development, resources, and coaching to Transitional Kindergarten staff.

Goal 3 of the LCAP addresses the state priorities of student engagement and school climate. The District works to support the whole child academically, behaviorally, socially and emotionally. Federal funds supplement programs and services for all students that experience challenges in engaging in school to meet rigorous state standards. These applicable actions federally funded are identified in the LCAP. Actions funded out of federal dollars or in part will support the following LCAP strategies:

3.01- Social-emotional and behavioral PD to increase positive school culture and access to academics.

3.02- Intervention resources and assessment to monitor student social-emotional learning and behavioral needs.
3.03- Multi-tiered social emotional learning implementation for 32 sites to support in embedding evidence based social-emotional/behavioral practices, consistent procedures, and student tiered supports.
3.04- Case management to help develop a safe and stable family environment by eliminating barriers.
3.05- Mental health and crisis services to achieve psychological, social and emotional well-being of students.
3.07- School climate and engagement supports such as mentors and outreach consultants to promote social-emotional wellbeing.
3.08- Student engagement by providing all school with a system to improve engagement, attendance, and promote meaningful tiered response and support for families.

The District believes that student learning and wellbeing is enhanced when parents are engaged in the decision-making process at both the District and site levels as evidenced in the actions in Goal 4 in the LCAP. Parents are their child's first teachers, building their capacity to support their students academically and socially/behaviorally which supports our students' success. Actions funded out of federal dollars or in part will support the following LCAP strategies:

4.01- Parent Education Center to provide workshops classes on parenting, academics, and social emotional learning.
4.02- An Annual Parent Leadership Conference is provided to support our unduplicated students by working with our families to support learning in the home and parenting skills.
4.03- Shared family engagement to engage families in shared decision making.
4.06- Multi-tiered family and community engagement to ensure all students access to appropriate tiered-social-emotional supports through collaboratively working across all departments and schools.
4.07- Promise Scholars program to provide families and students with access to college and career pathways.
4.08- Multilingual communication to ensure families with a home language other than English have interpretation and translation services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria that is used to select school attendance areas is:

All Ontario-Montclair School District (OMSD) schools qualify under the low income percentage requirement and therefore all schools in OMSD are schoolwide program schools.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If the District finds any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers the District then focuses on recruitment and retention strategies to help reduce and/or eliminate disparities. Strategies may include mentoring, professional development, flexibility in initial salary placement, signing bonuses, creation of career ladders, opportunities for additional earnings, Induction, competitive salaries, and structured teacher planning time for collaboration. Please refer to Attachment A for the Equity Tables.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California.

	Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The District's written Parent Involvement Policy is reviewed annually by all District level parent advisory groups (English learners, GATE and Special Education) which include school site parent representatives from School Site Council (SSC), Site English Learner Parent Advisory Committee (SELPAC), Gifted and Talented Education (GATE), and Students with Disabilities (SWD). Input into the District's Parent Involvement Policy was presented to the Board of Trustees on the Board agenda on May 5, 2022. The District's Board adopted Parent Involvement Policy is included in the Annual Parent and Student Handbook. The District provides assistance to parents of children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve their success. All District parent advisory groups receive training specific to their student group on how to engage fully in their child's education. District Parent Advisory Representatives take back valuable information to their respective groups. Through this capacity building model, each school works with their School Site Councils (SSCs) and Parent Advisory Groups to create meaningful opportunities for parent engagement. The District requires each school have an established school English Learner Parent Advisory Committee, a school GATE Parent Advisory Committee, and a school Special Education Parent Advisory Committee that meets a minimum of three times per year.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has twenty-six sites that have been identified as Additional Targeted Support and Improvement (ATSI) sites. The District works with administrators at identified ATSI schools to learn the components of a Comprehensive Needs Assessment and how to involve parents in the development of the Schoolwide Plan for Student Achievement.

The District provides materials and training to help parents to work with their children to improve their children's achievement. The District also provides parent trainings at the Parent Educational Center (PEC) and at centralized locations around the District on topics to help their child succeed. The PEC provides parent workshops on topics such as technology, ESL, digital citizenship, academic preparation to support their children, health, nutrition, internet safety, reading literacy and positive parenting. An Annual Parent Leadership Conference is provided annually to parents where they attend workshops designed to support them helping their child succeed academically, behaviorally and socially.

The District educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. The District provides training to administrators on supporting strong parent involvement at the school sites. The District prepares tools and resources for administrators to use with their staff to develop their ability to build strong connections between home and school.

The District coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs such as with our Parent Educational Center to encourage and support parents in more fully participating in the education of their children. A fully staffed Parent Educational Center (PEC) offers parents a variety of workshops and classes. In order to facilitate parent engagement, daycare of non-school age children is provided daily to parents of OMSD students.

The District ensures that both District and school information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents understand. The District goes above the federal requirement limits in its full-service approach to helping our parents access their child's educational process and engage meaningfully without language being a barrier. The District ensures that each school site has capable interpreters that have successfully passed the District's oral proficiency examination. It provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities) by providing information and school reports in a format and, to the extent practicable, in a language that parents understand. The District has both a general education translation/interpretation team and a special education translation/interpretation team.

The District has three departments that work specifically with families. Through the Department of Child, Welfare, and Attendance, Family and Community Engagement, and the Department of English Learners, Plan Development and Instructional Support we ensure parents and families have a process and contact to provide reasonable support for parental involvement activities as they may request to the extent possible. Many of the requests are captured through the participation of parents on District Advisory Parent Groups and through parent surveys.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The District works with all Districtwide alternative education programs to ensure that such students needing these services are enrolled and receiving intervention supports. Specifically, Health and Wellness Services is a Districtwide program that provides mental health services, case management and access to health resources. The District also collaborates with both Chaffey West Community Day Programs and Options for Youth. These programs are an option for students seeking an alternative learning environment and may be identified as "At-Risk". Each student's case is considered unique and could include expelled, incarcerated, or emotionally challenged youth for these interventions.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District utilizes the state's Multi-tiered System of Supports (MTSS) framework, including a well-developed Plan-Do-Study-Act Cycle of Continuous Improvement, to plan and progress monitor outcomes that are supported by resources in the ATSI plan. The District's identified ATSI school are participating in a MTSS cohort and will receive training and technical assistance, as well as collaborate with their site's MTSS leadership team to develop and memorialize evidence-based practices that lead to student outcomes that align to the 8 state priorities. All California adopted curriculum frameworks, requirements, and evidence-based strategies are incorporated into the MTSS initiative for developing CSI plans.

Schools work with their educational partners to identify and select appropriate evidence-based interventions. Using the District's MTSS Tiered Intervention Matrix, staff matches selected interventions to identified student needs. The District provides academic, behavior and social emotional supports for all students and then individual school sites identify and tailor additional supports to meet their local context. The District works with the school leadership team to address the rationale for identification of intervention supports.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District places importance on ensuring that children experiencing homelessness feel engaged in school and are ready to learn. A designated Outreach Consultant and School Family Outreach Assistant is available at each school site to serve as the first point of contact for families in need and acts as a liaison between children, their families and the OMSD's Health & Wellness Services Department. The Outreach Consultant and School Outreach Assistant maintains family outreach and student supports, with specific training and resources dedicated to children experiencing homelessness. Middle schools all have a school counselor, Outreach Consultant, and School Family Outreach Assistant.. High need for services in families often presents as student absenteeism. When basic needs are not met, school attendance may become less of a priority for a family. Case Management staff work with families to meet their basic needs, to allow students to come to school every day, on time and to be successful academically and socially. Case management services, including insurance enrollment assistance, is provided to families by intervention specialists with a bachelor's degree in social work and bachelors level social work interns to provide "light touch" case management for families who require minimal resources. Families that require substantial services are referred to 'intensive' case management so that long term assistance with clothing, food, shelter, advocacy, and insurance enrollment can be provided. All school site Outreach Consultants meet with our Clinical Supervisors licensed in social work to triage the needs of families experiencing homelessness, so those who need services, receive them. Students in transition often need social-emotional supports as well. Clinical Supervisors are required in our Masters Level mental health intern program to supervise, guide and teach university student interns. Clinical supervision is a mutually beneficial relationship for OMSD and the universities. OMSD students receive increased mental health services and at the same time university students complete their education under the direction of experienced mental health professionals. Foster Youth and homeless youth are prioritized to receive free meals, transportation, access to all school and enrichment activities in a stigma-free environment. These families are offered case management upon enrollment at school, and mental health services are always available to them through OMSD's Health & Wellness Services Department, coordinated by the Director, who serves as the district homeless liaison. Student engagement in school is often predicated on a stable home environment. OMSD takes initiative to ensure that the 'school of origin' rule, where homeless and foster youth can remain at their former school, is followed for these students to provide a consistent place to learn.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The District does not use Title I funds for preschool programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District implements strategies to facilitate effective transitions for students from middle grades to high school by coordinating with the feeder high school district, Chaffey Joint Union High School District (CJUHSD). Ontario-Montclair School District is a K-8 district so this articulation is very important to our students, parents, and community. Each middle school works with the counselors and administrative team at each corresponding feeder high school to ensure that 8th grade students matriculating into high school receive the appropriate information to participate in enrollment sessions, summer school, and other offerings. Students at the middle school also have the opportunity to take Integrated Math which is a high school level math course. These students have access to accelerate their math pathway by preparing in 8th grade to successfully pass entrance level math assessments to potentially place in second-year math at the high school as a 9th grader. The Special Education and English learner departments work closely with corresponding departments at CJUHSD to ensure smooth transitions for these students so they can continue on the pathway to successfully complete high school requirements. The District also supports College and Career readiness through its Promise Scholars program and foundation. The Promise Scholars initiative continues to assist students in understanding the need for education after high school and provides scholarships and guaranteed admission to students who satisfy Chaffey Joint Union High School District's high school graduation requirements. Promise Scholars brings everyone together - students, parents, educators, businesses, and local leaders to introduce kids to the opportunities available after high school and make sure they get on the education pathway to achieve their goals. Promise Scholars also assists families in completing the FASFA (for high school seniors) and provides a curriculum (K-8) and college visitation programs (grades 5 and 8) to OMSD students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has implemented a standardized protocol for Identifying Gifted and Talented (GATE) students using multiple measures. OMSD is committed to identifying students representing a number of diverse subgroups including English learners and students with disabilities; therefore, students are identified using assessments such as the Nagliari Nonverbal Ability Test (NNAT) and the Cognitive Ability Test (CogAT) norm references assessments, and through a high achievement rubric and a visual and performing arts rubric. Funds are utilized to purchase assessments. Teachers who instruct students that are identified as Gifted and Talented have been trained in teaching the gifted through a well-designed training series. Schools cluster groups of gifted learners together so that they may learn from one another in these identified GATE cluster classrooms. Edison Academy of Differentiated Learning supports GATE-identified students through both homogenous and heterogenous classes. These teachers receive regular and ongoing training throughout the year and utilize the depth and complexity icons as a part of their instruction.

The District is committed to supporting students in developing 21st Century Skills in a variety of ways. It has committed to providing literacy support through a part-time credentialed librarian position and through a plethora of digital literacy professional development sessions. Each school site has a district-funded classified library support position to ensure access to the school library. The District assists schools in developing effective library programs with the annual self-assessment through the California Department of Education Library Survey. Results help determine priorities for our school libraries. Students have plentiful opportunities to develop their digital literacy skills through a variety of resources including but not limited to our district adopted curricula digital platforms, and supplemental digital resources like Nearpod, Google Classroom, Seesaw, Google Slides, Flipgrid, and i-Ready. Additionally, lessons on digital citizenship are delivered through our partnership with Common Sense Media. These lessons are also provided by the District to ensure access to all students. Additionally, four technology Teachers-on-Assignment support administrators and teachers with digital literacy strategies through professional development and individualized support.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The District's system of professional development is focused on pedagogy, implementation of the California standards-based instructional practices, implementation of the California Content Frameworks, focused professional development on student groups such as English learners, Special Education and GATE, differentiation strategies, Universal Design for Learning, Gradual Release of Responsibility, academic achievement, social-emotional professional development and implementation of the adopted materials.

The District has articulated a comprehensive Coaching Framework whereby site leaders and teachers on assignment provide ongoing teacher coaching cycles. District provides an Induction Program to support general and special education teachers to clear their preliminary credential. The District works on a number of initiatives to support teachers and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. The Learning & Teaching Division also supports a Leadership Academy Program for teachers and classified staff who desire to prepare for administrative careers in the District. A new Principals Academy and Assistant Principal Network supports our newest administrators.

The District's professional development approach and systems promote teacher and administrative capacity building that is aligned to research-based approaches. The District professional learning plan for teachers and administrators follows a three-prong approach. The first prong is universal training that is required. These trainings are designed specifically to initiatives, grade levels, school sites, job-alike positions, and student groups such as GATE, EL, and Special Education. The second prong for professional development is job-embedded and is implemented through trusted relationships between coaches and teachers. Site designated personnel responsible for coaching attend monthly coaching meetings. Coaches receive training on coaching cycles and are expected to engage teachers in an ongoing capacity building based upon an individual or team inquiry model. Job-embedded professional development also includes Spotlight Teacher visits which help other teachers learn strategies implemented in the classroom. The third prong is made up of the District and school sites measuring implementation of professional development initiatives and the impact on individual coaching. This achieved through ongoing classroom walk-throughs.

Professional development is implemented through a flexible and differentiated approach of in-person, virtual, videos, and demonstration lessons for general education and special education teachers. Professional development and resources are provided to support access to a broad course of study including the areas of Gifted and Talented students, technology, literacy, English learners, Special Education, MTSS, college and career readiness through Advancement via Individual Determination (AVID) and STEM opportunities for students. Resources and focused professional development are provided to teachers to support digital learning and 21st Century skills. District-wide sessions and school-based support, with an emphasis on coding, robotics, and digital citizenship. Teachers participated in a variety of job-embedded professional development sessions in the area of English learner pedagogy throughout the year. English learner TOAs worked individually with school grade level teams throughout the year during Professional Learning Community meetings and individualized school PD to support a site's understanding of Designated ELD and reading intervention strategies designed with the Long Term English Learner in mind.

Regional Directors and the Director of Research and Assessment work to ensure that Professional Learning Communities are purposely planned so that pedagogy, data analysis, and responsive instructional practices are aligned to the state content frameworks. Site leaders have received a menu of professional learning (required and suggested) opportunities available to teachers and select those that align with their site-specific needs. A review of team walk-through and data discussions at Instructional Leadership Team Meetings, weekly Director team meetings where data is reviewed and supports are identified and created, ongoing coaching and teacher professional development, and alignment to all District plans and site plans with an annual evaluation.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA’s process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds support District level teachers-on-assignment in ELA, math, NGSS and technology integration. Schools' needs are supported by state and federal resources based on a needs assessment that utilizes multiple measures including CAASPP and California Schools Dashboard. In August of each year, Directors in the Learning & Teaching Division meet with their schools to identify student needs based on data and create focused areas to be reflected in their Schoolwide Plan for Student Achievement. The District prioritizes professional development and coaching supports for teachers at identified CSI, ATSI and TSI schools. The District reviews professional development needs at these identified schools in particular to support teacher capacity and coaching. Professional development is prioritized based on this need and appropriate registrations for the workshops are completed. A professional development plan was created based on a Needs Assessment using 2020-2021 local metrics and revised using the 2021-2022 local metrics.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The District consults with multiple educational partners, including principals, other school administrators, teachers, parents, community members, other school personnel and classified staff. The input taken from these groups is analyzed and taken into consideration to develop a professional development plan for administrators, teachers, classified staff, and parents.

Data: Ongoing feedback from teachers from professional development evaluations, needs surveys, formal and informal teacher walkthroughs, student achievement data on state and local assessments all work together to help the District make informed decisions on teacher professional development needs and prioritize funding allocations based on needs. Annually, feedback from teachers and administrators is taken and the District's professional development plan is created for the following year.

Content and Pedagogy: Professional learning is guided by state content standards and state content frameworks that guide pedagogy. The District uses adopted materials and frameworks to determine 'what' needs to be included. Data is used to prioritize professional learning. Administrators and coaches receive capacity building workshops to develop as instructional leaders to provide site level professional learning and teacher coaching cycles.

Equity: The California School Dashboard and CAASPP results help the District to address equity and access for all students. This data assists the District to identify and provide quality teacher learning experiences in the area of Special Education, English learners, Foster Youth, and low-income students. The District is also implementing MTSS at all schools via the Universal Track which focuses on Tier 1 best first instruction and Tier 1 behavioral instruction. The District has a robust approach to supporting teacher and administrative capacity in the area of English learners. Dedicated English Learner Teachers-on-Assignment will provide training based on stakeholder needs, including Quality Teaching for English Learners, Newcomer Supports, Long Term English Learner Supports, ELPAC alignment to Integrated ELD instruction, and coaching.

Design and Structure: Guidance from the state frameworks is used to develop appropriate professional learning for teachers, administrators, and other school personnel. The District’s approach includes ongoing, sustained capacity building and feedback to help teachers reflect on their instructional practices and use student formative and summative data to adjust their instructional delivery. School grade level teams are provided with Structured Teacher Planning Meeting at the end of the District benchmark cycles to inform evidence-based instructional planning to meet the needs of students.

Collaboration and Shared Accountability: Teachers engage in collaboration around data and support one another as peers during the PLC process. Students not meeting state standards are identified and remediation intervention plans are created and implemented. Tiered interventions are designed with collaboration from teachers. Data is used to monitor interventions at regular cycles and appropriate instructional decisions are made as a result. Parents are included in the collaboration through online systems, Student Study Team meetings and regular teacher conferences.

Resources: The District has a dedicated Director of Curriculum & Instruction, Director of English Learners, Plan Development and Instructional Supports, a Director of Family and Community Engagement, Director of Health and Wellness Services, and a Director of Special Education. The District also four technology Teachers-on-Assignment. Under the Learning & Teaching Division, dedicated content Teachers-on-Assignment provide professional development and site support in all content areas, including implementation of all District adopted materials, English learner supports, GATE supports, AVID implementation, Spotlight Teacher Program, Coaching, and Induction Teacher Program supports.

Alignment and Coherence: The District ensures each of the professional development initiatives is articulated across all District plans. Goal 2 of the District's LCAP ensures all students access an academic program through a Multi-Tiered System of Supports aligned to the California State standards, which includes ongoing professional development. Schools are required to identify local professional development, however, they must aligned to the LCAP Goal 2 based on quantitative and qualitative data. The District ensures each School Plan for Student Achievement contains professional development goals that serve all students and student groups struggling.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our students come from diverse backgrounds and contribute culturally and linguistically to our community with 79.7% unduplicated high-needs students, 89.1% Hispanic students, 88.1% students qualify for free and reduced meals, 27.7% English learner students, and 13% Special Education students. The work of the District to support professional development for teachers, school leaders, administrators, and other school or community-based organizational personnel is informed by the needs assessment of EL programs through the educational partner involvement process of the LCAP, and needs assessment of Title III programs by the District's English Learner Advisory Committee. Additionally, the professional development needs are informed by the state curriculum frameworks, adopted instructional materials and California English Learner Roadmap. On July 12, 2017 the California State Board of Education adopted the English Learner Roadmap as policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes.

Professional development in OMSD adheres to these state guiding documents and federal statute to supporting ELs in achieving both academic standards and increasing language proficiency. Each year, teacher professional development takes place, virtual, video format, face-to-face and through job-embedded training, that is designed to improve the instruction of English learners and increase their English proficiency and academic subject matter knowledge. During the 2022-2023 school year, professional development took place via in-person and via ZOOM virtual platforms. New teachers completing their induction program build EL specific professional learning outcomes into their individualized learning program plan. Integrated English Language Development (ELD) training and student formative assessment of progress are embedded in the TK-8 grade English Language Arts (ELA)/ELD Adoption, the History/Social Science Adoption (SS) in grades 6-8 and the new K-8 grade Next Generation Science Standards (NGSS) Adoption. Ongoing, job-embedded professional development is provided by the English learner Teachers-on-Assignment to teachers at elementary and middle school sites based on EL site needs. This year, we expanded our ELLevation EL Strategies professional learning platform district wide, and introduced Nearpod EL and Listenwise as supplemental programs for English Learners. The District also provided dedicated teacher professional development on strategies to support Newcomer English learners, iLit ELL and Vista Newcomer supplemental program. Ongoing professional development is provided during site based Professional Learning Communities (PLC) meetings, on integrated ELD and designated ELD, throughout the year. School sites with high English learner student needs are provided professional development on EL supports, informed by the end of year English learner data. Next year, based on our needs assessment, professional development will be provided to Special Education teachers in the area of writing Linguistically Appropriate Goals in the Individualized Educational Plan (IEP) that are grounded in the ELD Standards. The District's Parent Educational Center provides trainings to support English learners' academic and linguistic achievement to families and the community. School sites are required to write an EL Parent Capacity strategy in their SPSAs to support families and members of the school community.

All assessments are carefully analyzed for the English learner group and used to develop professional development offerings using multiple measures, including the English Language Proficiency Assessment for California (ELPAC) results, California Assessment of Student Performance and Progress (CAASPP) results, District benchmarks, and other metrics. The District's reclassification rate remains above the state and county rates for 2021-2022, with 18.3% for the District compared to the county rate at 13.9% and the state rate at 16.3%, according to Data Quest. As reported in the 2022 California Dashboard the EL student group is performing at the Low status in ELA, at the same level as All student group, and at the Low status in math at the same level as the All student group, with 47.6% of ELs making progress on the state's English Language Proficiency Assessment for California.

On OMSD's local metrics of iReady, the following were identified: 35% of students are "on grade level" in reading, with 15% of English learners on grade level in reading and 13% Students with Disabilities "on grade level" in reading. 23% of students are "on grade level" in math, with 8% of English learners on grade level in math and 11% Students with Disabilities "on grade level" in math. The District's student data analysis ELLevation portal is used with administrators and teachers to identify areas of EL academic and language needs. English Learner Teachers-on-Assignment work with our middle schools and feeder elementary schools to monitor student progress, provide professional development based on school needs, support EL coaching, provide EL parent support and conference with middle school Long Term English Learner (LTEL) students. In 2023-2024 ELLevation will be used to support all schools during teacher PLC to monitor the academic and language progress of English learners. Additionally, EL shadowing will be implemented identify the productive language needs of our LTEL students to plan EL specific PD at sites. All schools are monitored to ensure EL Professional Development activities are resourced and implemented appropriately.

The following professional development opportunities will be provided:

Using the ELLevation Platform for ELs
Audience: Any ELLevation user
Session: 1 hour Zoom
Participants will take a guided tour of the ELLevation platform and interact to explore useful features to help answer questions to support English learner academic and language progress.

ELLevation Strategies
Audience: Teachers, Administrators, EL Coordinators, Site support providers for ELs
Session: 1-2 hour Zoom
In this session, participants will learn how to use ELLevation Strategies to guide and plan for language instruction both in-person and through online learning. This session is customizable.

Integrated Language Instruction
Audience: Teachers, Site support providers who work with English Language Learners
Session: Recommended in-person, also available virtually two 2-hours sessions or 1/2 day in person
In this session, multiple and single subject teachers of any grade will learn how we all contribute to the support of students' academic literacy and content area knowledge. Participants will be supported in planning for integrating the ELD standards in content area instruction.

Designated ELD for Elementary
Audience: K-6 Teachers
Session: 2 hour Zoom
Designated ELD is a daily protected time when the language standards are the focus. Learn ways to make planning easy and instruction more effective for language learners. In this session, teachers will investigate the curricular features of the Wonders ELD program, and leave with a clear plan for daily ELD instruction aligned to ELA priority standards.

Designated ELD for Middle School
Audience: 6-8 (English Language Arts (ELA)/Social-Science (SS) teachers
Session: 2 hour Zoom
Designated ELD is a daily protected time when the language standards are the focus. Learn ways to make planning easy and instruction more effective for language learners. In this session, teachers will investigate the resource that was created that aligns Houghton-Mifflin Harcourt (HMH) Language Workshop to HMH Collections to best provide a more seamless instruction of ELD content standards.

Curriculum for Middle School Newcomer Support Class
Audience: Newcomer Support Class- middle school teachers
Session: As requested/Office Hours
In this session, any middle school teacher of the Newcomer Support Class can receive individualized support. Teachers will learn the Vista Higher Learning Get Ready! curriculum. Office hours can be found on the Curriculum and Instruction Newsletter, monthly.

Newcomer Support During Content Area Instruction
Audience: Any teacher, coach or administrator that works with newcomer students
Session: 1 hour Zoom
In this session, participants will learn about Newcomers- strategies, and linguistic and cultural supports. We will explore different technologies to help both students and teachers during online and in-person instruction. Learn how to utilize an electronic book platform in Spanish to assign to Newcomers and other English learners to encourage literacy development at home.

Introduction to Quality Teaching for English Learners (QTEL): Part 1
Audience: Any teacher, coach or administrator
Session: Recommended in-person, ½ day
Participants will engage with rich teaching experiences designed to provide students high-support in three moments that foster simultaneous language, literacy, and content knowledge development. Foundations of QTEL will be explored to prepare teachers to plan for the three parts of a lesson.

Part 2: Planning for Quality Teaching for English Learners (QTEL).
Planning for Quality Teaching for English Learners (QTEL): Part 2
Audience: Any teacher, coach or administrator that has had previous QTEL training
Session: As requested
In this session, participants will learn how to design academically rigorous learning experiences for English Learners while offering them the supports to simultaneously develop language and disciplinary practices.

Understanding the ELPAC for Instructional Purpose
Audience: Any teacher, coach or administrator
Session: 30 min Overview or 2 hour Overview + Planning via Zoom

In this session, participants will learn about the ELPAC and how to unpack a task type. This training will support teachers in designing effective designated and integrated ELD lessons to support English learners in making language proficiency progress. Individual domain (listening, speaking, reading, writing) support is available upon request.

iLit ELL Training for New Teachers
Audience: Any teacher NEW to iLit Curriculum
Session: 2 hour Zoom as requested and Summer PD
Required for all iLit teachers NEW to the curriculum.
Participants will understand how to use the iLit ELL curriculum in their classrooms. iLit ELL is an intervention program designed to remediate reading and language proficiency gaps for language learners.

iLit PLC for Instructional Planning
Audience: Any teacher using the iLit ELL curriculum
Session: 1 hour Zoom
In this session, participants will review data and student progress, in order to better plan for iLit instruction. Individualized support is available upon request.

On Demand EL Resources through Symbaloo such as Listenwise and Nearpod EL
Recorded session on accessing videos and pre recorded sessions.
Addressing EL Needs, Addressing rosters of ELs, Middle School Placement criteria
Audience: Admin, Counselors, Teachers

*All sessions are customizable according to the needs of the school sites.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Ontario-Montclair School District does not apply for Immigrant Title III funding.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District considers ongoing and meaningful educational partner input in developing effective programs for English learners. This includes input from parents through the District English Learner Advisory Committee (DELAC) and Site English Learner Parent Advisory Committees (SELPAC). The District considers this input, in addition to the Local Control Accountability Plan (LCAP) educational partner input process to strategically align the input with metrics on the California Schools Dashboard, the LCAP, CAASPP, ELPAC, Dataquest, and local District indicators. This input is taken and considered when developing programs for English learners. Programs are evaluated for effectiveness using qualitative and quantitative metrics and adjustments are made each year. A District Title III Needs Assessment was administered this year that included input from the DELAC on January 13, 2023 and an EL parent survey administered in March 2023. Flexible meeting times, online surveys and direct access to administrators upon request are a few examples of the District's commitment to reach families. Federal funds supplement programs and services for English learner students that experience challenges in meeting rigorous state standards and language acquisition progress. Teacher and administrator surveys have identified English Language Development (ELD), Newcomer supports, supplemental programs and EL progress monitoring as areas of need.

English learner programs in OMSD support the academic and linguistic needs of students as guided by the EL Roadmap, the ELA/ELD Framework and SBE Adopted materials for Programs 2, 3 and 5. The language instruction program specific to English learners is the adopted curriculum, McGraw Hill Wonders ELA/ELD Program 2 for the elementary schools and McGraw Hill Maravillas ELA/ELD Program 3 for the elementary Dual Immersion magnet schools. The District ensures this obligation to ELs is met by collecting, on an annual basis, all ELD schedules from each school site. The middle schools use two programs for language instruction. As per our middle school placement criteria for ELD, some ELs at the end of Expanding entering Bridging with near grade level Lexile achievement, who have not yet reclassified receive daily designated ELD using the adopted Houghton Mifflin Collections ELA/ELD program. Students in middle school considered to be Long Term English Learners that are below grade level in reading, are placed in iLit EL middle grades program 5. Teachers receive ongoing professional development in various ways as addressed above to include language development instruction during content or integrated ELD throughout the day. The District has identified elementary schools that have increased numbers of LTELs in grades 4 and up to participate in an extra intervention program at designated elementary sites. Dedicated English Learner Teachers-on-Assignment (TOAs) provide supplemental coaching, teacher training, EL parent workshops, and direct student support. A Newcomer support class is in place at every middle and K-8 school to provide Newcomer English learners in grades 7th and 8th an opportunity to participate in a sheltered support class while integrating in the regular core instruction with English speaking peers.

The state's Global 2030 initiative has been embraced in OMSD with the addition of another Spanish Dual Immersion program at Euclid Elementary School which began in 2017-2018 and in 2018-2019 with the opening of the first Mandarin Dual Immersion program in the San Bernardino County at Montera Elementary School. These programs, complementing the flagship Spanish Dual Immersion program at Central Language Academy, expand the opportunities for students to become bilingual and biliterate. Parents are integral in providing input at both the site and District levels in planning for Dual Immersion and World Language programs. A Spanish high school credit program was established in 2019-2020 at De Anza Middle School and is being expanded to all middle schools for the 2023-2024 school year.

The District is continuing the implementation of iLit ELL at the middle schools and K-8 schools. The District provides ongoing support to teachers, other school staff and administrators, to monitor the progress of English learners and implement the District's adopted English Language Development program. The District recognizes our English learners are underperforming on academic measures such as the CAASPP in ELA and math as well as on local assessments. As a result, closer monitoring and interaction with schools through regular data meetings with administrators during PLC meetings, using ELLevation Strategies will be ongoing. Each site's EL Coordinator engages in regular participation at District level meetings and will support a closer articulation between the District and school sites to improve EL outcomes. The LCAP supports increased and improved services for English learners as required under LCFF. Title III is use to supplement these activities so that together we build long term supports for this student group.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District ensures that school sites are held accountable in a number of ways for meeting student's English language acquisition needs. First, the District aligns each school's Schoolwide Plan for Student Achievement (SPSA) to the LCAP Goals, particularly English learner programs. School administrators attend a yearly workshop to learn of the revised Federal Program Monitoring requirements for EL Programs. They receive a checklist of required documentation to keep at the site for review as well as turn into the District office. One requirement that ensures that designated ELD takes place is the school's daily ELD Schedule. The instructional schedules are monitored by the Regional Directors for each school. The District reviews all SPSAs to ensure that there are goals for English learner professional development at the site level, monitoring of EL professional development through walkthroughs and monitoring of EL data through release or PLC dedicated time. The District also conducts a yearly evaluation of EL programs through an analysis of data from the California Schools Dashboard, Dataquest and local assessments. This data is reviewed at the director team level and with school principals. Targeted site supports are initiated based on multiple factors such as level of EL student achievement, Long Term English Learner numbers and input from surveys. Teacher evaluations help support whether professional development is meaningful and meeting their needs. English learner TOAs support the EL Coordinators at the site levels as they learn EL strategies so they can support teachers through coaching.

The District supports each school in building multiple EL educational partnerr engagement opportunities to inform EL programs. The District requires that each site has an established SELPAC that meets at least three times per year to provide EL program input into the SPSA, advise the School Site Council (SSC), advise the Principal and meet other legal requirements. This ensures that parents of the EL group fully participate in the advisory or decision-making process at the school level. The District supports site administrators with draft sample agendas and SELPAC PowerPoints to ensure compliance and so that topics are addressed consistently across the District. Schools receive training on the components of a Comprehensive Needs Assessment (CNA) that includes the English learner group and guides to develop reasonable academic and language SPSA goals and strategies in partnership with educational partners.

English learner academic and language proficiency progress is monitored throughout the year using multiple measures, including the District adopted curriculum-embedded assessments, foundational skills assessments in grades TK-1st, iReady Lexile and Independent Learning Path progress, CAASPP interim and summative assessments for English Language Arts and Math, English Language Proficiency Assessment for California (ELPAC) and other site and District supplemental assessments, including evidence of learning in the classroom from informal walkthroughs. Data-driven discussions occur at all levels of the system. At the District level, both District and site administrators review student progress indicators to design programs for building teacher and administrator capacity. Teachers and administrators review data at the site level at regular intervals after both interim and summative District data is collected. The District reserves substitutes and pays for teacher release time during these data review periods. Regional Directors and the Director of ELs support site administrators as they develop and implement their plan to support EL professional development and EL student learning driven by data. The Local Control Accountability Plan (LCAP) Annual Update process allows the District, in consultation with educational partners, to review the effectiveness of strategies and actions including those funded from Title III federal resources.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Learning & Teaching Division includes the Health & Wellness Services Department (including medical/dental health, case management, crisis intervention, and mental health). Multiple partners support Health & Wellness Services. Some of these partnerships include multiple universities, San Bernardino County Department of Behavioral Health, Mercy House, Park-Tree, Cities of Ontario and Montclair, Children's Fund, Assistance League, Foothill Family Shelter, Inland SoCal United Way, and Shoes that Fit.

Health & Wellness Services staff coordinate with schools and community-based organizations to provide services and supports to students in need, to provide case management and mental health services to remove barriers to instruction, increase student engagement in academics, increase access for underrepresented groups, raise student academic achievement, and support student access and success in a variety of well-rounded educational experiences. Additionally, staff provides family workshops on supporting students and increasing their access and success in school. Transportation services to medical and mental health appointments to increase wellness and access to instruction is also provided.

Student and family support is provided through an integrated system involving case management and mental health services. The activities contributing to safe and healthy students include family workshops on increasing physical, mental, social, and emotional wellness for students and families, as well as drug prevention activities. Activities to prepare staff include, staff professional development on prevention education, early intervention related to violence prevention, trauma-informed practices, Restorative Practices for relationship-building and conflict resolution, suicide prevention, and crisis. School-based mental health services are provided by licensed clinical therapists, school counseling is available for students at risk of academic failure.

The objective of providing these services to our students is to remove barriers to increase student access to education. To assist in evaluating the effectiveness of the activities, a Client Satisfaction Survey, a Child and Adolescent Needs and Strengths Assessment, an Adult Needs and Strengths Assessment, Panorama Social-Emotional Learning Screener, and student outcome data is reviewed.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
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